

ATTITUDES OF ADMINISTRATORS IN SMALL RURAL HIGH SCHOOLS
TOWARD THE GUIDANCE SERVICE PROGRAM

by

WAYNE ELLSWORTH GILBERT

B. S., Kansas State University, 1959

A MAJOR'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
OF AGRICULTURE AND APPLIED SCIENCE

1960

KANSAS STATE UNIVERSITY LIBRARIES

TABLE OF CONTENTS

INTRODUCTION	1
THE METHOD BY WHICH ALL THE LITERATURE WAS USED	3
THE SURVEY PROCEDURE USED IN THE STUDY	4
How the Sample Was Chosen	5
How the Questionnaire Was Compiled	8
Principals' Evaluation of the Questionnaire	10
Results of the Pilot Study.	11
The Contents of the Complete Form mailed to the Principals	12
The Method of Compiling the Information on the Questionnaires	13
THE FINDINGS AS DRAWN FROM THE QUESTIONNAIRES	17
What Guidance Services Should Be Included and to Whom Is Each Important?	18
The Testing Service	18
The Orientation Service.	21
The Placement Service.	24
The Follow-up Service	27
The Counseling Service	29
The Teaching-Counselor	31
The Keeping of Records	34
Home Visitations	36
Public Speaking	37
Factors to Be Considered in the Choice of Physical Facilities for the Guidance Services Program	38
The Personal Characteristics Which Guidance Counselors Should Have	42

Use of Organized Guidance Programs and Why Some Schools Were Not Using Them	44
SUMMARY AND INTERPRETATIONS	46
ACKNOWLEDGMENT	55
REFERENCES	56

INTRODUCTION

In formulating the topic for this paper the author attempted to find a subject which would be of direct help to himself and to others who were in training to be guidance-counselors and who were interested in making their future guidance services programs more effective. Much has been written in the areas of the knowledge and skills necessary for the guidance-counselor to have mastered in order to develop an effective program. This is, to a large extent, the type of material mastered in the graduate training of the guidance-counselor. One area which seemed to be largely neglected in the authoritative literature of the guidance services program was the attitudes of administrators. Nearly every guidance counselor works under the supervision of a principal. The amount of cooperation and understanding, as well as actual support of the program, in the opinion of the author, is of basic importance in determining the effectiveness of the guidance services program in each school. If the beginning guidance-counselor can gain an understanding of what an administrator's attitudes may be toward a service offered by the counselor or toward the program in general he will be able to work more effectively within these limits. Trexler (17, p. 11) writes,

In their impatience to see some constructive steps undertaken, they may rush into a haphazardly conceived plan that is tried out with administrative consent, but without the wholehearted approval and strong support of the administration. Greater eventual progress may be made by concentrating in the beginning upon the enlistment of unquestioned administrative support.

The attitudes of the administrators toward the general

program and toward its parts are both of the utmost importance. Just as the whole program will be better supported if the administrator is favorable to it the various services of the program will also be better supported if the administrator considers them in a more favorable light. The guidance counselor will be better able to handle the situation if he can depend upon the leadership of the administrator toward an improved program.

A survey seemed to be the first step in gaining the knowledge desired. It was considered by the author that to gain an understanding of the attitudes of administrators toward the guidance services program there were five purposes which the survey should meet. The first purpose was to ascertain the administrator's attitudes as to which of the guidance services he considered of importance. Secondly, it was important to ascertain to whom the administrators consider certain guidance services to be important. Thirdly, the writer proposed to find whether or not a guidance services program had been planned and, where appropriate, why it had not been planned or put in operation. The inclusion or exclusion of the program may have been largely determined through the influence of the administrator. Fourthly, it was important to determine what the administrator considered to be essential personal characteristics of a guidance counselor. Lastly, the writer hoped to gain an understanding of the administrator's opinions as to the physical facilities that they considered necessary for their guidance services programs.

A sample of opinions of administrators was gathered by means

of mailed questionnaires. This was found to be the only feasible method to gain a representative sample of Kansas high school administrators' attitudes in the survey. The instrument used in the survey was devised by the author for this special purpose. A sample of this instrument is included in the appendix on page 60.

THE METHOD BY WHICH RELATED LITERATURE WAS USED

A review of the table of contents of this paper reveals no listing of a review of literature as a separate section. As the author has noted in the previous section, the attitudes of administrators toward the guidance services program, was one of the more neglected areas of the related literature. Very little related literature was found by the author on this subject and even less was found which was written with the same purpose and goals in mind. Since this is an area which, in the opinion of the author, is important to guidance-counselors by virtue of affecting the efficiency of their programs, this survey was attempted.

The related literature which was used has been integrated into the summary and interpretations at the end of the paper. This can best be justified by stating that much of the related literature has to do with the results of studies and opinions of authorities writing about the best methods of operating the guidance services program. The comparison will be made in the summary and interpretations between the administrators' attitudes and the related literature. A comparison of the

opinions of administrators with those of the authorities on what a guidance services program should consist of, to whom the services are important, the personal characteristics essential to a successful counselor, and the physical facilities necessary for a functional and efficient guidance services program seemed to be the most logical use of the related literature.

THE SURVEY PROCEDURE USED IN THE STUDY

Since a substantial portion of this report was concerned with the survey which was made concerning the attitudes of administrators it was considered by the writer to be of sufficient importance to give a thorough report on survey procedure. This was done so that the reader could better understand the results of the survey and could form a better opinion of the worth of the information compiled and the use to which it could be put.

There were six procedures to be considered under this heading:

1. The selection of the sample.
2. The composition of the questionnaire.
3. The principals' evaluation of the questionnaire.
4. The results of the pilot study.
5. The contents of the complete form mailed to the principals.
6. The methods used in compiling the information on the questionnaires.

These procedures will be considered in the stated order.

How the Sample Was Chosen

The first choice to be made was concerned with the size of schools from which administrators were to be chosen for the sample. The title of this report suggested small Kansas high schools, but this concept itself was a matter of degree as to what was considered to be a small high school. In the opinion of the writer a high school whose enrollment was under 100 students was not large enough to be of much value as far as this report was concerned since few of them had organized guidance programs employing specially trained guidance personnel. They were also decreasing in numbers as consolidation occurred.

The upper limit, of schools with 300 students, was chosen by the author for convenience and because of the size of the sample that could be obtained. A check of the Kansas Educational Directory for 1958-59 revealed that this would yield a sample of between 150 and 200 schools. Schools with enrollments of over 300 students could well be considered medium sized or large. The sample was chosen from senior high schools in Kansas whose enrollments were between 100 and 300 students.

The sample was chosen from public high schools only. In the writer's opinion the addition of parochial schools would distort the data since another variable, that of religious philosophy, would be added to the already high number of uncontrolled variables.

Another problem which arose was concerned with which administrator should answer the questionnaire in the instance

that there was both a principal and a superintendent in the same system. It was considered best by the writer to sample only the opinions of the high school principals. The principal usually was in closer contact with students and the faculty as well as having the general responsibility for supervision of the school. Also every high school in Kansas had a principal, but many of them did not have superintendents. For these reasons the persons chosen to answer the questionnaires were senior high school principals. In order to eliminate confusion as to who should answer the questionnaires, they were sent to each principal by name.

The names and addresses of the senior high schools in Kansas whose enrollments were between 100 and 300 students and the names of their principals were obtained from the office of accreditation at the capitol building in Topeka, Kansas. This information was found on the principal's annual reports. One hundred and eighty-six schools were found to be in the category mentioned above. It will be noted that private schools were included in this list for reasons which will be explained below.

The list of schools thus obtained was then arranged in alphabetical order according to the post office addresses of the schools. It was decided that a workable sample would be one-third of the total population of the 186 Kansas high schools with enrollments of between 100 and 300 students. A list of 62 schools was selected by choosing the first school on the list and every third one thereafter.

It will be remembered that private schools were included in the list and were retained in the list of 62 schools chosen above. After the list was made it was found that five parochial schools had been included. The five parochial schools were then removed from the list.

In a sample such as this, the type of organization of the schools was also considered to be of importance. If the results were to have meaning the percent of schools used in the sample with each type of school organization should have been as nearly as possible proportionate to those actually found in Kansas. It was found that the use of 29 rural high schools, 14 consolidated high schools, eight second class city high schools, and five county community high schools would provide an acceptable balance. It was noted that the percentage of second class city high schools and consolidated school districts in the sample was not as high as that of the actual percentage in Kansas.

After plotting the remaining 57 sample schools on a map of Kansas it was noted that some areas of the state were not represented in the study. From the list of schools which had not been chosen in the first list of 116, five schools which fit the regional and organizational criteria were chosen and put into the sample. The schools which were chosen were three second class city schools, Cherryvale, Garnett and Minneapolis, and two consolidated school districts, Lincoln and Paleo.

The sample, then, was made up of 62 public senior high schools in Kansas with student enrollments of between 100 and

300 students and apportioned as nearly as possible to represent the true percentages of school organization types and was of an approximate regional balance. The high school principals was chosen to be the individual questioned.

How the Questionnaire Was Compiled

After surveying several items of related literature it was decided by the author that there were nine services that were generally considered important by the authorities and at the same time were appropriate for high schools of the sizes discussed above. The nine services are discussed below. There was also the matter of physical facilities for the guidance program. What should these facilities consist of and where should they be located within the school plant? Since it was important also that the guidance counselor, in the opinion of the administrators, have certain personal attributes this was also included in the questionnaire. As a final part of the survey the writer considered it of basic importance to know whether or not guidance programs were being carried on or planned in the various schools. If programs were not being used or planned principals were to be asked why they were not.

The writer's task was then to make a structured questionnaire which fulfilled such specifications as described by Katherine Capt (Young and Schmid, 19, p. 177).

Structured questionnaires are those in which there are definite, concrete, and pre-ordained questions with additional questions limited to those necessary to clarify inadequate answers or to elicit a more detailed response.

Sample questions were written which seemed to survey the areas listed above. Each question was then typed on a separate three by five inch index card. The writer could then arrange them in several different ways to find the best organization for the questionnaire and to more accurately identify overlap or omissions in information to be gathered.

An arrangement and type of question was also sought that would facilitate easy-to-follow instructions in answering. It should also form a neat and attractive questionnaire which was not too long or difficult to answer and would thus increase the likelihood of being completed by the principal and returned. After several arrangements were considered, one was chosen tentatively.

The cover letter was then considered. This was written as an explanation of what the survey was, why it was being made, who was making it, the method of returning the questionnaires, and how the information would be used as well as to encourage the principal to fill in and return the questionnaire. Capt writes, (Young and Schmid, 19, p. 183.) "Accurate communication is achieved when the respondents understand the survey objectives." The cover letter was designed to help achieve this end.

Each cover letter was signed by the author and "thank-you" was handwritten below the body of the letter and to the left of the salutation as a further personal touch to encourage return of the questionnaire.

Since the information in the questionnaire was personal opinion on the part of the administrator it was decided that a

better return would possibly be attained if the principal who completed the questionnaire could remain anonymous. To make this possible a stamped post-card with the name and address of the author typed on the stamped side was included. Each principal was informed on the cover letter that he could send the post-card separately if he wished. Since there were no identifying marks on the questionnaire the returns could not be identified.

The names of the schools and the ~~by~~ the names of the principals returning the questionnaires were important to have for use in follow-up letters to further encourage returning the questionnaires. A stamped returned addressed envelope was also enclosed in which the questionnaire was to be returned.

The tentative set of material to be sent out included the questionnaire, the cover-letter, the returned addressed post-card, the envelope in which the questionnaire was to be returned, and the envelope in which the complete set was to be sent.

Principals' Evaluation of the Questionnaire

It was considered important by the author that the material sent out to the principals in the study should be considered favorably by them in order that as large a return as possible could be expected. The best test of this was considered to be the reaction of principals themselves. Mr. Robert Morrison, Principal, Beloit High School; Mr. Calvin L. Vogelgesang, Principal, Delphos High School; Mr. Elmer Hart Principal,

Linn High School; Mr. Lee Scott, Principal, St. George High School, and Mr. Thomas F. Soffell, Principal, Kenwood High School were each personally interviewed after they had read the questionnaire. These principals were asked whether they would have filled in the questionnaire and returned it if they had received it in the mail. In each case the answer was in the affirmative. Each principal was also asked to criticize the material as to attractiveness, general appeal, organization, wording and on any other basis in which they cared to comment.

It was suggested in two cases that the wording of the directions for answering the first question on the questionnaire was somewhat vague. This suggestion was taken into advisement for further consideration after the pilot study had been completed. Otherwise there were no primary objections to anything in the tentative form.

Results of the Pilot Study

As a final check of the tentative instrument a pilot study sample of five different high school principals was chosen and a copy of the complete instrument was mailed to each. There was a 100 percent return on the pilot study.

The results of this seemed to be favorable with the exception of two questionnaires in which question number one was not answered according to the directions. This seemed to substantiate the criticism of the two principals in the principals' evaluation of the tentative form.

Since the question was of such importance in gaining the information needed the question could not be deleted. Revision of the directions seemed to be the best solution to the situation. A revision was made which seemed to more clearly state the directions. An example of how to answer the question was also included in the revised directions.

The Contents of the Complete Form Mailed to the Principals

The contents of the final form were as follows:

1. The cover letter.
2. The revised questionnaire.
3. The return address envelope.
4. The return addressed post-card.
5. The envelope in which the above items were sent.

The 62 questionnaires were sent to the principals selected for the study sample on December 7, 1959. At the end of a three week period 36 questionnaires or 69 percent of the total had been returned. At this time a follow-up post card was handwritten and mailed to each principal who had not returned his questionnaire. This resulted in the return of 13 additional questionnaires or 79 percent of the total number sent out.

On January 9, 1960, a complete new set of material was sent to the 13 principals who had not yet returned their questionnaires. In addition to the original set a typewritten letter was sent which suggested that the questionnaire may have been misplaced so therefore a new one had been enclosed. A final return of 60

questionnaire out of the 62 which were sent out were received. This gave a total return of 97 percent.

The Method of Compiling the Information on the Questionnaires

At the time that the completed questionnaires were received from the principals the results for each answer of each questionnaire was recorded on specially made tally sheets. These sheets were so constructed as to facilitate an accurate tally of all possible answers.

It was recognized that in recording information of this type that error was likely to occur. After the 60 questionnaires had been received they were all completely retallied on another set of tally sheets. The results of the first and second tallies were then compared. Where disagreement of results were noted the results of the questions were tallied again. A final check was then taken on all of the questions. It was found in each case that the tallies were in agreement and were therefore assumed to be correct.

In compiling the information on question one of the questionnaire it was found that in seven cases the alternatives to the question had been checked and not rated from one to four as the directions had indicated or that the question was not answered at all. The findings presented in Table 1 were based on the 53 principal's opinions who did answer the questionnaire correctly when information from question number one was used. The findings based on other questions were tabulated on the results found on

all 60 of the returned questionnaires.

Table 1. Attitudes of fifty-three principals in small Kansas high schools toward the guidance services program.

Question : Possible answers:	Number of ratings from most to least importance (Basic importance):(Secondary importance)					
	1	:	2	:	3	:
To whom is psychological testing important?	Administrators	14	9	15	7	
Faculty	28	15	6	0		
Parents	6	11	7	13		
Students	21	12	3	2		
most to least respectively?						
To whom is occupational testing important?	Administrators	10	3	9	12	
Faculty	7	19	14	2		
Parents	9	16	9	6		
Students	45	3	2	1		
most to least, respectively?						
To whom is the placement program important?	Administrators	9	9	6	5	
Faculty	3	10	12	3		
Parents	5	16	6	6		
Students	36	4	3	1		
most to least, respectively?						

Table 1. (cont.)

Question : Possible answers	: Number of ratings from most to least importance				
	: (Basic importance): (Secondary importance)		: 1 : 2 : 3 : 4		
To whom Administrators are following up faculty studies important Parents ranking the importance from 1 to 4, most to least respectively?	25	8	3	5	
	6	22	6	4	
	1	7	11	5	
	10	5	8	4	
To whom Administrators is helping with faculty discipline important Parents ranking the importance from 1 to 4, most to least, respectively?	18	12	5	5	
	14	16	5	0	
	1	5	12	3	
	10	5	10	5	
To whom is Administrators counseling with faculty students important Parents ranking the importance from 1 to 4, most to least respectively?	10	8	1	5	
	10	20	3	4	
	5	15	3	7	
	38	1	3	3	

Table 1. (cont.)

Question	Possible answers	Number of ratings from most to least importance				
		(Basic importance):(Secondary importance)				
		1	:	2	:	3
		4	:	3	:	2
To whom is counseling with teachers important ranking the importance from 1 to 4, most to least respectively?	Administrators Faculty Parents Students	14	:	10	:	8
To whom is counseling with parents important ranking the importance from 1 to 4, most to least respectively?	Administrators Faculty Parents Students	10	:	3	:	10
To whom is instruction in occupations important ranking the importance from 1 to 4, most to least respectively?	Administrators Faculty Parents Students	4	:	6	:	7
		5	:	5	:	13
		1	:	24	:	4
		37	:	4	:	1
						1

Table 1. (cont.)

Question	Possible answers	Number of ratings from most to least important			
		1	2	3	4
For whom are problems classes faculty important ranking the importance from 1 to 4, students most to least, respectively?	Administrators	6	4	6	1
	Faculty	5	6	7	1
	Parents	1	7	2	5
	Students	16	5	2	1

THE FINDINGS AS DRAWN FROM THE QUESTIONNAIRES

This section of the report gives a rather complete review of the findings as drawn from the questionnaires. The administrators' attitudes on the value of various guidance services are considered first. There is then a report of findings on the factors to be considered in the choice of physical facilities for the guidance services program. Next, the attitudes of the principals toward the personal characteristics which guidance counselors should have, are considered. Finally, the findings on the use of organized guidance programs and why some schools were not using them are reviewed.

What Guidance Services Should Be Included and to Whom Is Each Important

The Testing Service. One of the important services of the guidance counselor, according to the findings, was considered to be the testing service. The question was asked on the questionnaire as to whether or not the guidance counselor should do testing. All of the 60 principals thought that he should. It was also interesting to note that 95 percent of the principals thought that the guidance counselor should interpret the test results to students. Ninety-two percent of the principals thought that test results should be interpreted to staff members by the guidance counselor. Only 33 percent of the principals thought that the results should be interpreted to parents. This showed a twelve percent decrease compared with interpreting them to students. Eighty-eight percent of the administrators thought that the guidance director should administer the tests, but only 62 percent thought that he should score the tests. The difference here possibly was explained in one of the comments given by one of the principals which said that the guidance man should have clerical help with this type of work.

Administrators' opinions were gathered on two types of testing. These were psychological testing which was said to be first, scholastic testing and personality testing, and second, occupational testing. This questionnaire was so structured as to indicate both whether the principal thought the testing was

Table 2. Attitudes of sixty principals in small Kansas high schools toward the guidance counselor's part in testing.

Question : Possible answers	: Number of principals choosing the answer		: Percent of principals choosing the answer*
	60	0	
Would you expect a guidance counselor to offer a testing service to offer a testing service and if so what should he do?	60	0	100
I would expect a guidance counselor to offer a testing service.	0	0	0
We should set up a unified testing program.	57	95	95
We should interpret test results to students.	57	95	95
We should interpret test results to staff members.	55	92	92
We should administer the tests.	53	88	88
We should interpret test results to parents.	50	83	83
We should record results of the tests.	45	75	75
We should score the tests.	37	62	62
Other	2	3	3

* Percentage figured to the nearest number.

important and also whether and how important to administrators, faculty, parents and students. Eighty-five percent of the principals who answered the first question correctly said that psychological testing was important to administrators. Of this 85 percent who said that psychological testing was important, 51 percent said that it was basically important and the remaining 49 percent indicated that it was of only secondary importance. Eighty-nine percent of the 53 principals said that psychological testing was important to the faculty. Of this group 87 percent rated it as of basic importance and the remaining 13 percent said that it was only of secondary importance.

Seventy percent of the 53 administrators indicated that psychological testing was important to parents. Of these principals 46 percent thought that there was basic importance and 54 percent rated this as of secondary importance to parents. Fifty-one percent of the 53 principals rated psychological testing of importance to students. Seventy-seven percent of this 81 percent considered this of basic importance and the remaining 23 percent as of secondary importance to them.

In the area of occupational testing 64 percent of the principals considered this service to be of importance to administrators with 38 percent of the 74 percent rating it as of basic importance and 62 percent as of secondary importance. Seventy-nine percent of the same 53 principals rated occupational testing of importance to the faculty with 62 percent of the 79

percent rating it of basic importance and 33 percent as of secondary importance. Seventy-five percent of the 53 principals rated occupational testing as important to students with 63 percent of them rating it as of basic importance and the remaining 37 percent of secondary importance. Ninety-six percent of the 53 principals who provided usable answers to the first question on the questionnaire indicated that occupational testing was of importance to the student. Ninety-four percent of the 96 percent showed that it was of basic importance.

In the area of psychological testing the principals seemed to indicate that testing is quite important to all concerned. The principals considered testing as somewhat less important to parents than it was to administrators, faculty and students. The principals seemed to hold that occupational testing was generally very important to the students, of moderate importance to faculty and parents, and of least importance to administrators.

The Orientation Service. Ninety-eight percent of the 60 principals indicated that the guidance counselor should have as a part of his duty the orientation service. Eighty-three percent of the principals saw it as the duty of the guidance counselor to prepare orientation material for new students. This material would include mimeographed information about the school and its various facets. Seventy-five percent of the 60 principals held the attitude that the guidance counselor should visit the junior high school or grade school and talk with

Table 3. Attitudes of fifty principals in 2111 Texas high schools toward the orientation service.

Question : Possible answers:	the answer	: Number of prin-	: Percent of prin-
		: cipals choosing	: cipals choosing
Would you expect a guidance counselor to administer an orientation program and, if so, what would he do in the program?	I would expect him to administer an orientation program.	59	28
	I would not expect him to administer an orientation program.	1	2
	He should prepare orientation material for the new students.	50	83
	He should visit the junior high school or grade school and talk with students who will be in high school next year.	45	75
	He should supervise visits to the high school of people who will be in high school next year.	45	75
	He should hold group conferences with parents of incoming students.	30	60

Table 3. (cont.)

Question : Possible answers	: Number of prin-		: Percent of prin-	
	: principals choosing the answer		: principals choosing the answer*	
We should hold individual conferences with parents of incoming students.	29		43	
Other	5		8	

* Percentage figured to the nearest number.

students who would be in high school the next year as a part of his duties.

Seventy-five percent of the principals also thought that it was advisable for the guidance counselor to supervise visits to the high school of people who would be in high school the next year. Sixty percent of the principals wanted their counselors to hold group conferences with the parents of incoming students. Forty-eight percent of the principals questioned indicated that the counselor should hold individual conferences with parents of incoming students. Two of the administrators or three percent of them commented that the guidance counselor should hold a preentrance testing program. Two others indicated that they would want the guidance counselor to teach an orientation class.

It appeared that the orientation program was very well accepted by the principals and that they considered it important. The approach to the program was, however, more questionable as the above information has shown.

The Placement Service. Ninety-five percent of the principals in the sample indicated that, in their opinions, the guidance counselor should have as a part of his duties the responsibility for placement of students. Educational placement seemed to be the more important area here. Eighty-eight percent of the principals thought that counseling toward higher education was important. Counseling in the area of course selection within the school was also considered a duty of the counselor in 87 percent of the 60 cases reporting. Forty-seven of the administrators or 78 percent of the sixty reporting indicated that counseling as to the type of job that the student chose was also important. Seventy-seven percent of the principals considered counseling for possible remedial education as important. Forty-seven percent of the principals considered counseling toward extra-class activities as important.

There seemed to be less importance placed on the duty of the counselor to find jobs for students. Thirty-eight percent of the administrators indicated that they considered setting up interviews between students and employers as a duty that should be carried out by the counselor. Only 33 percent considered contacting potential employers for the student as a duty of the counselor. One of the principals indicated by a write-in answer that the counselor should counsel with parents in this area. Another principal wrote on the questionnaire that the placement service should only be offered in special cases and not as a general program to all students.

Table 4. Attitudes of sixty principals in small Kansas high schools toward the placement service.

Question : Possible answers	: Number of principals choosing the answer	: Percent of principals choosing the answer*
Would you expect a guidance counselor to offer a placement service and if so, of what should it consist?		
I would expect a placement service.	57	95
I would not expect a placement service.	3	5
He should counsel in the area of higher education.	53	88
He should counsel in the area of course selection within the high school.	52	87
He should counsel in two possible job areas.	47	78
He should counsel for possible remedial education	46	77
He should counsel toward decisions of clubs, organizations and other activities.	28	47

Table 4. (cont.)

Question : Possible answers	: Number of principals choosing the answer	: Percent of principals choosing the answer*
He should set up interviews between students and employers.	23	33
He should contact potential employers.	20	33
Other	2	3

* Percentages figured to the nearest number.

Of the 53 principals who answered question number one on the questionnaire by using the form indicated, 33 percent considered the placement service important to the students themselves. Of this 33 percent it was interesting to note that 31 percent of them or 43 out of the 53 principals indicated that it was of basic importance and the remaining nine percent indicated an opinion of secondary importance to students. The principals indicated that, in their opinions, the placement service was of significantly less importance to parents, administrators, and faculty. Sixty-two percent of the principals considered placement an important service to the parents of the students. Of the 53 principals only 55 percent considered the placement service as of importance to the administrators and only 33 percent considered the placement service as having importance to the faculty.

The Follow-up Service. On the question of whether the principals considered it a part of the duties of the guidance counselor to do follow-up studies there was less agreement. Fifty-two of the 60 principals or 87 percent of them indicated that they considered the making of follow-up studies a duty of the guidance counselor. Four of the principals did not consider it as a duty of the guidance counselor and four of them did not answer the question. Thirty-six percent of the administrators thought that the follow-up studies should be made each year. Thirty-three percent considered every five years often enough for the studies while seven percent indicated that the follow-up studies should be made on the student's second and seventh year out of school. One administrator wrote in the comment that it depends upon the need for a follow-up study, while another indicated that a limited amount of studies only should be made when a student had been out of high school one or two years. A third principal commented that a study of the student's first year out of high school was sufficient while a fourth said only that the information should be kept up-to-date. Most of the disagreement here seemed to be in how often follow-up studies should be made. There seemed to be fair agreement that they should be made.

Seventy-seven percent of the principals who used the directions correctly in answering question number one indicated that the follow-up service was important to administrators and 72 percent of them indicated an opinion of importance for

Table 5. Attitudes of sixty principals in small Kansas high schools toward the follow-up service.

Question : Possible answers	: Number of principals choosing the answer	: Percent of principals choosing the answer*
Would you expect a guidance counselor to make follow-up studies.	52	87
follow-up studies and if so, how often? make follow-up studies.	4	7
He should make them each year.	22	37
He should make them every five years.	20	33
He should make them every students second and seventh year out of school.	7	12
Other	4	7
Unanswered	4	7

* Percentage figured to the nearest number.

teachers. Only 51 percent and 45 percent considered the follow-up service important to students and parents, respectively.

The Counseling Service. All 60 of the principals considered counseling a duty of the guidance counselor. Ninety-eight percent of them considered that counseling with students about their problems was important to students. Eighty-five percent of the 53 principals using the directions to question number one correctly indicated that the counseling of students was important to students. Eighty-six percent of those indicated that it was of basic importance. Seventy-nine percent of the same group considered it of importance to teachers while 72 percent considered it of importance to administrators. Only 60 percent of the 53 principals considered counseling with students important to parents.

Another area of counseling considered in the questionnaire was that of counseling with teachers. Ninety-two percent of the 60 principals indicated that counseling with teachers about how they may help their students should be one of the duties of the guidance counselor. Seventy-four percent of the 53 administrators answering question number one correctly considered this as an important service to the teacher. Of those 74 percent all of the administrators considered this as of basic importance. Sixty-eight percent of these principals indicated that counseling with teachers was of importance to administrators. The majority of the principals considered that counseling with teachers was important to students since 64 percent of the

Table 6. Attitudes of sixty principals in small Kansas high schools toward the counseling service.

Question : Possible answers	: Number of principals choosing the answer	: Percent of principals choosing the answer*
Would you expect a guidance counselor to do counseling.	60	100
to do counseling the guidance counselor to do counseling with whom?	0	0
He should counsel with students about their problems.	59	98
He should counsel with teachers about how they may help their students.	55	92
He should counsel with parents about their child's situation.	49	82
He should counsel with students who are discipline problems to make them behave better.	27	45
Other	1	2

* Percentage figured to the nearest number.

principals indicated this. Forty percent of the principals also considered counseling with teachers important to parents.

A third area of counseling considered was counseling with parents about their children. Eighty-two percent of the 60 principals thought that it should be a part of the duties of the guidance counselor to counsel with parents. Seventy-five percent of the 53 principals indicated that this was of importance to parents, 72 percent thought it was important to students, 64 percent considered it important to the faculty and 54 percent indicated that it was important to administrators.

A fourth area of counseling considered was that of counseling with students who are discipline problems. Only 27 of the 60 principals or 45 percent of them considered this to be a duty of the guidance counselor. Seventy-two percent of the principals considered this to be of importance to administrators, 66 percent considered it of importance to the faculty, 57 percent indicated an opinion of importance to students and 49 percent indicated an opinion of importance to parents. One principal commented in addition that any type of work should be done which would aid a student.

The Teaching-Counselor. In regard to whether or not a guidance counselor should also be a classroom teacher 45 of the 60 principals or 75 percent indicated that a guidance counselor should teach. Seven of the principals said that the guidance counselor should not teach and eight left the question unanswered.

Table 7. Attitudes of sixty principals in small Kansas high schools toward the guidance counselor's teaching.

Question : Possible answers	: Number of principals choosing the answer	: Percent of principals choosing the answer*
Would you expect a guidance counselor to teach.	45	75
to teach classes and if so, to teach what	7	12
should he teach?	29	48
He should teach ninth grade social studies including occupational information.	29	48
At least one class	3	5
Orientation class	3	5
Transcribed	8	13
Other	5	8

* Percentage figured to the nearest number.

Twenty-nine of the 60 principals or 43 percent of them indicated that they would have twelfth grade social studies such as senior problems taught by the guidance counselor. The same number indicated that they would have their guidance counselor teach ninth grade social studies including occupational information. Three of the principals specifically said that the counselor should teach at least one class, three said that the guidance counselor should teach orientation classes, one said that it would make no difference, and another said that it would depend upon the counseling load. One indicated that "private" teaching should be done, another suggested the teaching of group living, and a third considered tenth grade occupational information important, and another indicated teaching one library and one other class.

Eighty-one percent of the 53 principals who used the correct method for answering question one on the questionnaire indicated that an occupations class would be of benefit to the students. Ninety-five percent of the 31 percent considered it of basic importance to the students. Fifty-eight percent of the principals indicated that it was also important to the parents, 47 percent considered it important to the faculty and 42 percent considered it important to the administrator.

Problems classes were considered important to the students by 45 percent of the principals. Only 36 percent considered such classes important to the faculty, 32 percent considered them important to the administrator and 28 percent considered them

important to the parents.

The Keeping of Records. Each of the 60 principals who returned the questionnaires indicated that he would expect the guidance counselor to keep a file folder of records for each student. It was interesting to note the type of information which the administrators considered to be important to have in the file. All of the administrators considered the results of both aptitude and interest tests as material to be kept in the folder of each student. Occupational preferences were chosen by 95 percent of the principals as information worthy of being included in the folder. Ninety-two percent of the principals thought that the record of counseling interviews should be included in the folder. Special abilities were checked in 88 percent of the principals' replies as material for the file folders. Personal likes and dislikes of students would have been included by 88 percent of the principals and 87 percent would also have expected a record of the class grades to be kept in the file folder. A personal history of each student was one of those items checked by 85 percent of the principals. Eighty-three percent of the principals would have included a record of the physical condition of the student in the folder. Social and emotional development and adjustment information would have been included in the folder of each student by 78 percent of the principals. A record of discipline as well as record of hobbies, pastimes and special interests would have been included by 77

Table 3. Attitudes of fifty principals in small Kansas high schools toward the guidance counselor keeping a file folder for each student.

Question : Possible answers	: Number of principals choosing the answer	: Percent of principals choosing the answer*
Would you expect a guidance counselor to keep a file folder about each student and, if so, what should be included in the folder.	60	100
I would expect him to keep a file folder.	0	0
I would not expect him to keep a file folder.	60	100
Results of scholastic aptitude tests	60	100
Results of interest tests	60	100
Occupational preferences	57	95
Record of counseling interviews	55	92
Personal likes and dislikes	53	88
Special abilities	53	88
Record of grades	52	87
Personal history	51	85
Physical condition and health	50	83
Social and emotional development and adjustment	47	78
Hobbies, pastimes and special interests	46	77

Table 8. (cont.)

Question : Possible answers: the answer	: Number of principals choosing		: Percent of principals choosing	
	the answer	the answer	the answer	the answer
Discipline record	40		77	
Family history	45		75	
Goals and plans	44		73	
Achievement outside of school	42		70	
Other	2		3	

* Percentages figured to the nearest number.

percent of the principals. Seventy-five percent of the principals would have included a family history record in the file folder made up by the guidance counselor. Goals and other plans that the student made were to be recorded in the folder in the opinion of 73 percent of the principals. A record of the achievement made outside of school in various activities should also be kept and added to the file folders in the opinion of 70 percent of the principals.

A principal wrote in the blank left for that purpose that he would include anything that seemed pertinent to a student's record. Another principal considered that a student's friends should be listed in the file folder.

Home Visits. The principals in the study were asked whether they would consider it a duty of the guidance counselor to make home visits. In answer to this question 37

principals out of the 60 returning the questionnaire or 62 percent said that they would consider this a duty of the guidance counselor. Fifteen principals or 25 percent of them said that they would not consider it a duty of the guidance counselor. Eight principals chose not to answer the question.

Table 9. Attitudes of sixty principals in small Kansas high schools toward the counselor making home visits.

Question : Possible answer: the answer	: Number of prin- : Percent of prin-	
	: cipals choosin	: cipals choosing
Would you expect a guidance counselor to make home visits?	37	62
I would not expect a guidance counselor to make home visits.	15	25
Unanswered	8	13

* Percentage figured to the nearest number.

Public speaking. Each principal was asked whether he would consider public speaking as a duty of the guidance counselor. In answer to this 39 principals or 65 percent of them gave answers in the affirmative and six or ten percent in the negative. The remaining 1 principals or 25 percent did not answer the question.

Table 10. Attitudes of sixty principals in small Kansas high schools toward public speaking by the guidance counselor.

Question : Possible answers	: Number of prin- cipals choosin the answer	: Percent of prin- cipals choosing the answer*	
Would you expect a guidance counselor to do public speaking?	I would expect a guidance counselor to do public speaking.	39	65
	I would not expect a guidance counselor to do public speaking.	6	10
	Unanswered	15	25

* Percentage figured to the nearest number.

Factors to be Considered in the Choice of Physical Facilities for the Guidance Services Program

It was considered by the writer that in the interest of brevity in the questionnaire there must be only three questions used to survey the principals' opinions about the physical facilities that the administrator considered necessary. An office was the most generally agreed upon alternative in answering this question. Ninety-three percent of the administrators agreed that the guidance counselor would need an office in the school. It was agreed that he would also need a file room for occupational information and personal records by 43 of the 60 principals or 70 percent of them. Another principal suggested filing it in the library. In 73 percent of the cases the principals agreed that the guidance counselor would need a bulletin board to carry out his work. Sixty-eight percent of the principals also agreed

Table 11. Attitudes of sixty principals in small Kansas high schools toward guidance facilities considered necessary.

Question : Possible answers	: Number of principals choosing the answer	: Percent of principals choosing the answer*
What guidance facilities do you consider to be necessary?		
A counselor's office	56	93
A file room for occupational information and personal records.	48	80
A bulletin board	47	78
A teacher-student conference room	41	68
A testing room for standardized group tests.	21	35
A reception room for students	16	30
Other	2	3

* Percentage figured to the nearest number.

that a teacher-student conference room was necessary and important in the carrying out of the guidance services program. The need for a testing room was seen by 5 percent of the principals returning the questionnaires. The need for a reception room for students was the least responded to alternative of the ones listed in the questionnaire. In only 50 percent of the cases the principals considered this necessary.

Another question which is considered quite often in connection with the guidance services has to do with the location of the guidance facilities within the school plant. In 29 out of the 60 cases the principals indicated that the guidance office should be located near the administrative office. It was also shown that in 19 cases or in 32 percent of the cases the principals thought that the guidance offices should be away from the administrative offices. Twenty-two percent of the principals indicated that it would be best to have the guidance offices away from such used parts of the building while 20 percent of the principals said that the guidance offices should be near the library. Twenty percent of the principals indicated that they did not think that it really made too much difference just where the offices were located. Eleven of them indicated that a much used part of the building was the best place for the guidance office. Only eight principals or 13 percent of them thought that the guidance offices should be near the building entrance.

A final question had to do with the general atmosphere of the guidance rooms. In this question six alternatives were

Table 12. Attitudes of sixty principals in small Kansas high schools toward the location of the guidance office.

Question : Possible answers	: Number of principals choosing the answer	: Percent of principals choosing the answer*
Where should the guidance offices be located?		
Near the administrative officer	27	45
Away from the administrative offices	19	32
Away from much used parts of the building	13	22
Near the library	12	20
It really doesn't make too much difference	12	20
In a much used part of the building	11	18
Near the building entrance	8	13

* Percentage figured to the nearest number.

offered of which the principals could check any combination. The importance of attractiveness was indicated by 48 of the principals or 80 percent of them. Privacy was indicated by 53 of the principals or 65 percent of them to be important. Fifty-eight percent of the principals considered it important that the counseling rooms have an informal atmosphere. Businesslike counseling rooms were indicated as important by 21 principals or 35 percent of them. "Honey" and impersonal were indicated as important by 14 and 12 percent of the principals respectively.

Table 15. Attitudes of sixty principals in small Kansas high schools toward the various kinds of the counseling rooms.

Question : Possible answers	: Number of principals choosing the answer	: Percent of principals choosing the answer*
What should be the general atmosphere of the counseling rooms?		
Attractive	48	80
Private	53	65
Informal	55	58
Businesslike	21	35
"Honey"	14	23
Impersonal	12	20

* Percent, figurred to the nearest number.

The Personal Characteristics Which Guidance Counselors Should Have

As was indicated above it was considered of value by the writer to include a study of the personal characteristics which principals consider necessary for guidance counselors to possess.

Table 14. Attitudes of sixty principals in small Kansas high schools toward personal characteristics of the guidance counselor.

Question : Possible answers: the answer*	: Number of principals choosing		: Percent of principals choosing the answer*
	: the answer	: the answer	
What personal characteristics would you consider essential for a guidance counselor to have?	Intelligent	58	97
	Open-minded	57	95
	Understanding	57	95
	Honest	55	92
	Sense of Humor	55	92
	Confidential	54	90
	Friendly	54	90
	Dependable	51	85
	Neat	51	85
	Fair	50	83
	Well-groomed	47	78
	Leadership	45	75
	Confident	40	67
	Religious	38	63
	Self-reliant	37	62
	Dignified	34	57
	Civil	31	52
	Accepting	29	48
	Other	5	8

* Percentage figured to the nearest number.

This was done by asking the question on the questionnaire and directing the administrator to check the boxes in front of as many of the alternative personal characteristics as he would like or by writing his own characteristics on lines left for that purpose. Ninety percent or more of the principals indicated that the counselor should be intelligent, he should be understanding, he should be open-minded, he should be honest, he should have a sense of humor, he should be friendly, and he should be confidential. Two-thirds to 89 percent of the principals also considered that the guidance counselor should be neat, dependable, fair, well-groomed, have qualities of leadership, and be confident. The personal qualities characterized as confident, religious, self reliant, dignified and civil were indicated as important by between 50 percent and 66 percent of the principals. Forty-eight percent of the principals indicated that it was important for the counselor to be accepting. The write-in characteristics included diction and delivery, cooperative, just, interested in youth and their problems, and show respect. Each of them were written in one case.

Use of Organized Guidance Programs and Why Some Schools Were Not Using Them

How many of the 60 principals were using organized guidance services programs in their schools was a final consideration of the findings. If they were not using an organized program, they were asked why they were not. If they were not using an organized program, they were also asked whether one had been discussed for

Table 15. Attitudes of sixty principals in small Kansas high schools toward an organized guidance services program.

Question : Possible answers	: Number of principals choosing the answer	: Percent of principals choosing the answer*
Has an organized guidance program been considered for your school?		
Yes, it is now being used.	35	58
Yes, it is being planned for the future.	25	33
Yes, but the qualified personnel was not available.	15	22
Yes, but the physical facilities are not available.	6	10
Yes, but no plans were made for it.	5	5
No, I consider it a waste of time and/or money.	2	3
No, we just have not gotten to it.	2	3
Yes, but it was found to be too expensive.	1	2
Yes, but it was found not to be needed.	0	0
Yes, but the board of education would not agree to it.	0	0
Yes, but I did not think it was needed.	0	0
Other	2	3

* Percentages figured to the nearest number.

use in their schools.

It was found in 35 out of the 60 schools or in 58 percent of the schools that organized guidance services programs were being used. Thirty-eight percent of the principals indicated that organized guidance services programs were being planned for the future. In 13 cases or in 22 percent of the schools the principals reported that a program had been discussed, but that qualified personnel were not available. Five percent of the principals reported that the possibility of an organized guidance services program had been discussed, but no plans had been made for it. One principal indicated that a guidance services program had been discussed, but it was found to be too expensive to be further considered.

Two principals indicated that they had just not gotten around to considering a guidance services program for their school. Two others have the opinion that they considered the guidance services program a waste of time and/or money.

There were two principals who wrote comments on this question. One said, "Provide the necessary funds and equipment to do a good job." The other said, "How are we going to get qualified teachers?"

SUMMARY AND INTERPRETATION

All of the principals considered that testing was an important service of the guidance counselor. Foster says, "Minimum testing programs are advisable in all schools. . ." (7, p.113). The attitudes of the principals seemed to be in agree-

ment with those of Foster and other writers in the field of guidance services and should therefore lead to no conflict.

Fewer of the principals thought that tests should be interpreted to parents than to students and staff members. The Test Service Bulletin of the Psychological Corporation indicates, "Parents have the right to know whatever the school knows about the abilities, the performance, and the problems of their children." (21, p. 1) Froehlich had the same opinion. (9, p. 307) The opinions of 17 percent of the principals seemed to be in conflict with the opinions of the authors of the related literature cited. There seems to be some conflict of opinion here which should be kept in mind by the guidance counselor when working toward an effective guidance services program.

Ninety-eight percent of the principals indicated that they could consider an orientation program to be a part of the counselors duties. Crow and Crow write, "Each school has or should have a well-planned program of ways to welcome the newcomer and to help him develop an attitude of interest in the school." (6, p. 233) There was agreement, then, on the need for an orientation program itself.

One-fourth of the principals did not indicate a belief that the students should visit the high school where he would be attending the next year. Crow and Crow (6, p. 256), Andrew and Willey (1, p. 252), Foster (7, p. 132), and Houghton (11, p. 24) suggested that visits to the high schools were important in the orientation service. This seemed to be another aspect of

the guidance services in which there was controversy and which should be understood by the guidance counselor. With regard to this service of visitation it would be desirable for the guidance counselor in a particular school to learn of the attitudes of his principal and to make certain that he and the principal are in agreement as to the desirability and nature of such visitation before making definite plans.

Although 95 percent of the administrators indicated that the guidance counselor should administer a placement service several areas were not agreed upon. Foster wrote, (7, p. 324)

As the title suggests, the placement office is responsible for helping in any way possible the placement of those who have received training in the school or institution.

This indicated a more inclusive attitude than that of the principals. Stoops related that the placement service must be set up to meet the needs of the particular school and the individuals in it. This indicated that there maybe should not be agreement among the principals as to the exact measures to be taken within the different schools since the needs to be met in the various schools may not be the same.

The follow-up service was considered important by 87 percent of the principals. The main disagreement seemed to be the times that follow-up studies should be made. Crow and Crow suggested that a follow-up should be made a year after the student has been out of school since a better return would be gotten on it then than later. (6, p. 405) French also suggested, "If some information is collected systematically each year, it will serve

as a valuable resource." (8, p. 544) A low percentage of the principals seemed to agree with the literature cited. Before a follow-up program is put into operation this should be discussed with the principal since orientation to the literature cited above may be needed. In this way a more acceptable philosophy for both the principal and the counselor may be worked out.

All of the principals considered counseling as a duty of the guidance counselor. Conant recommended a full scale counseling system from elementary through senior high school. (4, p. 44) This seemed to indicate complete agreement. Complete agreement here is both necessary and encouraging since this is a basic tool.

Forty-five percent of the administrators indicated a belief in the importance of counseling with students who were discipline problems. Andrew and Willey said that the guidance counselor should have disciplinary responsibilities and that they should have positive implications. "It should emphasize whatever steps are taken in a disciplinary situation, they must be taken in terms of needs of the person involved." (1, p. 69) The difference may lie within the concept of what discipline means. Is it leading toward growth and development as Andrew and Willey suggest or toward conformity rules? The counselor should work with the positive type to be effective in growth and development of the individual and not to relieve the principal of the conformity responsibility. Crow and Crow wrote, "One activity

that should not be included among a guidance co-ordinator's duties is that of administering punitive disciplinary measures to recalcitrant young people." (6, pp. 39-90)

Seventy-five percent of the principals indicated that the guidance counselor should also be a classroom teacher. Foster said,

The point is made that it is well for counselors to have a hand in teaching, to serve as a regular member of the instructional staff, because such arrangements tend to maintain guidance as an integral part of the educational process. (7, p. 20)

Traxler suggested that, "The ultimate purpose of counselors and teachers are not only similar, they are virtually identical." (17, p. 311) The counselor as distinct from the teacher does not seem to fit with either. Arbuckle says, on the otherhand, that teaching requires a more dominant role and in many cases these roles may conflict. (2, pp. 69-71) Gordon agreed that the purposes were the same with both but says, "The emphasis may differ and the degree of deep-feeling involvement may be quite different." (10, p. 269) It was Conant's opinion that, "counselors should have had experience as teachers, but should be devoting virtually full time to the counseling work." (4, p. 44) There seemed to be a difference of opinion among the writers cited, but a difference which could be understood. It appeared that in most situations a counselor would be expected to do some appropriate teaching as well as have a deep understanding and appreciation of the teacher's role in the development and guidance of the pupil.

All of the principals considered it a duty of the guidance counselor to keep student records. Foster listed record keeping as one of the duties of the guidance counselor and said,

The school counselor will have the responsibility of helping the staff with this part of the program which should have as its objective no more than the collection and processing of whatever information is necessary to assist the staff in working with students effectively. (7, p. 21)

There seemed to be agreement here leading to no conflict between the principals and guidance counselors.

Goals and plans and achievement outside of school were indicated by the principals as being the least important parts of the student records. Andrew and Willey (1, p. 159) and Crow and Crow (6, p. 142) listed these as information for the student records. It seemed desirable for the guidance counselor to make himself aware of the attitude of his principal in this and to work discreetly toward developing his understanding and appreciation of the value of including a pupil's goals, plans, and achievements outside of school in the guidance record.

A duty of the guidance counselor toward making home visitations was indicated by 62 percent of the principals. Steops suggested that it is the duty of the counselor to make home visits, but that it was also the duty of the attendance and welfare supervisor, the visiting teacher, and the school nurse. This lack of high agreement may have been caused by the uncertainty as to whether the question meant that he should make all the visitations. The fact that 13 percent of the principals

left the question unanswered may also indicate this. The data and the literature indicated that the guidance counselor and principal should plan together a program of home visitation and the counselor's part in it.

Sixty-five percent of the principals considered public speaking a duty of the guidance counselor. Stoops has written, "School personnel should be available to give talks to community organizations." (15, p. 84) The guidance counselor was considered a member of the school personnel here. This seemed to agree with the majority of the principals. It could be assumed, since 25 percent of the principals declined to answer, that the question was not qualified enough for them to know how much, when, and to whom the counselor should speak to justify a "yes" answer.

In the area of physical facilities for the guidance services program 30 percent of the principals considered that a reception room for students was necessary. In the study by Lunson of state supervisors and selected school administrators' opinions of the need for a reception room for students 87 percent indicated that it was essential. (Stoops, 15, p. 271) Stoops went on to list a reception room as a necessary part of the physical facilities for a guidance services program. (15, p. 227) Here was one of the most serious and one most likely to be faced by the guidance counselor. Apparently in two schools out of three he would be expected to counsel pupils in the same room in which others came to see him--pupils, teachers, and

parents. Privacy and a feeling of security is essential in the counseling process. Counselors and high school principals should work for provision of suitable space for counseling. Attitudes must be changed so that old buildings will be modified and new buildings will be planned to include space and facilities which aid rather than hinder the guidance and counseling services.

The only other characteristic which was not chosen as an important characteristic of the guidance counselor by more than half of the principals was that of accepting. McKinney wrote, "You will notice that the counselor's main activity lies in providing an atmosphere of acceptance." (14, p. 18) Herein lies another serious and prevalent problem to be faced by the guidance counselor. The data indicate that many high school principals did not recognize and appreciate the difference in the attitude of authority appropriate for an administrator and the attitude of acceptance which guidance personnel consider essential in counseling. Guidance counselors must continue to work as effectively as possible within this area of conflict while they and the profession work for more adequate and more prevalent appreciation of the philosophy of guidance and counseling by a number of high school principals.

Ninety-six percent of the schools administered by the principals were using an organized services program or had one planned for the future. Conant listed, "adequacy of the guidance services," as one his 15 points for evaluating a comprehensive high school. (4, p. 19) The principals tended to agree

54

with Dr. Conant on the importance of the guidance services program. Nutson wrote,

Increasing sensitivity to the rights of the individual and also to the need of society for the maximum use of its members has recently brought widespread recognition of the value and place of guidance service as a social function. (12, p.4)

A guidance counselor may expect his high school principal to desire to have a program of guidance services in his school. But he may not have a clear understanding and appreciation of the philosophy which counselors consider basic to such services. And he may not understand and appreciate the significance of suitable space and other facilities essential to an effective program of guidance services. Counselors individually and as a profession have a responsibility to work as effectively as possible within such limitations but also to work for a more professional understanding and appreciation of the guidance services by a number of high school principals.

ACKNOWLEDGEMENT

Sincere appreciation is expressed to Dr. W. Leigh Baker, Professor of Education and Consultant in Guidance Services, Kansas State University for his guidance and valuable assistance in the completion of this report.

The writer also wishes to express appreciation for the help of the fifty public high school principals who answered the questionnaires and to the ten who helped in their evaluation.

REFS: CES

Books

1. Andrew, Dean and Roy Milley. Administration and Organization of the Guidance Program. New York: Harper and Brothers, 1958.
2. Arbuckle, Dugald S. Guidance and Counseling in the Classroom. Boston: Allyn and Bacon., 1957.
3. Barry, Ruth and Beverly Wolf. Guidance Personnel Work. New York: Bureau of Publications, Teachers College, Columbia University, 1957.
4. Conant, James B. The American High School Today. New York: McGraw-Hill Book Company, Inc., 1959.
5. Cook, Lloyd and Elaine Cook. School Problems in Human Relations. New York: McGraw-Hill Book Company, Inc., 1957.
6. Crow, Lester and Alice Crow. An Introduction to Guidance: Basic Principles and Practices. New York: American Book Company, 1960.
7. Foster, Charles. Guidance for Today's Schools. Boston: Ginn and Company, 1957.
8. French, Will, J. Don Hull and B. L. Dodds. American High School Administration Policy and Practice. New York: Holt, Rinehart and Company, Inc., 1957.
9. Froehlick, Clifford P. Guidance Testing and Other Student Appraisal Procedures for Teachers and Counselors. Chicago: Science Research Associates, 1959.
10. Gordon, Ira. The Teacher As A Guidance Worker: Human Development Concepts and Their Application in the Classroom. New York: Harper and Brothers, 1956.
11. Huntington, Herbert and Harold L. Munson. Organization of Orientation Activities. Chicago: Science Research Associates, 1956.
12. Nutson, Percival W. The Guidance Function in Education. New York: Appleton-Century-Crofts, Inc., 1958.
13. McDaniel, Henry and G. A. Shafteb. Guidance in the Modern School. New York: Dryden Press, 1957.

14. McKinney, Fred. Counseling for Personal Adjustment. Boston: Houghton Mifflin Company, 1958.
15. Rothney, John. Guidance Practices and Results. New York: Harper and Brothers, 1958.
16. Stoops, Elmer, editor. Guidance Services for Administrators, Counselors, and Teachers. New York: McGraw-Hill Book Company, Inc., 1959.
17. Syracuse University. Guidance in the Age of Automation. Syracuse: Syracuse University Press, 1957.
18. Traxler, Arthur. Techniques of Guidance. New York: Harper and Brothers, 1957.
19. Young, Pauline and Calvin Schmid. Scientific Social Surveys and Research. Englewood Cliffs: Prentice-Hall, Inc., 1956.

Periodicals

20. Baker, H. Leigh. "Make Space for Guidance". The School Executive, October, 1956.
21. Ricks, James F., Jr., "On Telling Parents About Test Results." Test Service Bulletin. December, 1959.

APPENDIX

December 7, 1959

Mr. Lee A. Scott, Principal
St. George High School
St. George, Kansas

Dear Mr. Scott,

I sincerely ask for a few minutes of your time. I have enclosed a blank from which I hope to gain information in completing a master of science report in the field of guidance services. The information will be used in my report, A Study of Administrators Attitudes Toward A Guidance Program In Small Kansas High Schools.

You will notice that the information blank does not ask for your name or the name of your school. It is realized that this is confidential information and will only be used as statistical information. After you have completed the blank please mail it in the self-addressed envelop and mail the enclosed post card, separately if you wish.

Sincerely yours,

Wayne E. Gilbert

Wayne E. Gilbert
Department of Education
Kansas State University

Thank you

A Study of High School Administrators' Attitudes Toward the Guidance Services

Choose as many or as few of the answers in each case as you consider important to a guidance services program.

1. What would you consider to be important services for a guidance program in your school? For whom? If you consider a service to be important to no one, please leave it blank. If you consider a service important to more than one person, please rate it beginning with 1, most to least. e.g.

1	3	2
---	---	---

1		3	2
---	--	---	---

Administrator
Faculty
Parents
Students

- a. psychological testing (e.g. scholastic aptitude, personality)
- b. occupational testing (e.g. interest)
- c. placement program
- d. follow-up studies
- e. helping with discipline
- f. counseling with students
- g. counseling with teachers
- h. counseling with parents
- i. instruction in occupations
- j. problems class
- k. other

2. What would you expect of a guidance counselor?

Yes No

A. To keep a file folder on each student. If yes, what should it include. Check as many or as few as you consider important.

- a. results of scholastic aptitude tests
- b. results of interest tests
- c. record of grades
- d. personal likes and dislikes of students
- e. occupational preferences
- f. personal history
- g. physical condition and health
- h. hobbies, pastimes and special interests
- i. family history
- j. discipline record
- k. record of counseling interviews
- l. achievement outside of school
- m. special abilities
- n. social and emotional development and adj
- o. goals and plans
- p. other

Yes No

卷之三

B. Orientation Program. If yes, what should be included. Please check.

- a. visit the junior high school or grade school and talk with students who will be in high school next year
- b. supervise visits to the high school of people who will be in high school next year
- c. hold group conferences with parents of incoming students

d. hold individual conferences with parents of incoming students
 e. preparation of orientation material for new students
 (e. g. mimeographed information)
 f. other _____

Yes No

C. Counseling. If yes, with whom. Please check.

a. with students about their problems (vocational, occupational)
 b. with parents about their child situation
 c. with teachers about how they may help their students
 d. with students who are discipline problems to make them
 behave better.
 e. other _____

Yes No

D. Home visits.

E. Placement. If yes, what should it include.

a. counseling as to possible job area
 b. contacting potential employers for the student
 c. setting up interviews between students and employers
 d. counseling in the area of course selection within the school
 e. counseling in the area of higher education
 f. counseling for possible remedial education
 g. counseling toward decision of clubs, organizations and
 other activities.
 h. other _____

Yes No

F. Teaching. If yes, in what area or courses.

a. twelfth grade social studies such as senior problems
 b. ninth grade social studies including occupational information
 c. other _____

Yes No

G. Follow-up Study. If yes, how often should this be done?

a. each year
 b. each five years
 c. students second and seventh year out of school
 d. other _____

Yes No

H. Testing. If yes, what should be done by the guidance director.

a. set up a unified testing program
 b. administer the tests
 c. score the tests
 d. record results of the tests
 e. interpret test results to students
 f. interpret test results to parents
 g. interpret test results to staff members
 h. other _____

Yes No

I. Public Speaking.

3. What personal characteristics would you consider essential for a counselor to have? Please check those that you consider essential.

a. accepting
 b. civil
 c. confident
 d. confidential
 e. dependable
 f. dignified
 g. fair
 h. friendly
 i. honest

j. intelligent
 k. leadership
 l. neat
 m. open-minded
 n. religious
 o. self-reliant
 p. sense of humor
 q. understanding
 r. well-groomed
 s. other _____

4. Where should the guidance office or offices be located?

a. away from much used parts of the building
 b. in a much used part of the building
 c. near the administrative offices
 d. away from the administrative offices
 e. near the library
 f. near the building entrance
 g. it really doesn't make too much difference

5. What should be the general atmosphere of the counseling rooms?

a. "homey"
 b. impersonal
 c. private
 d. businesslike
 e. informal
 f. attractive

6. What guidance facilities do you consider to be necessary?

a. a counselors office
 b. a file room for occupational information and personal records
 c. a teacher-student conference room
 d. a reception room for students
 e. a testing room for standardized group tests
 f. a bulletin board
 g. other _____

7. Has an organized guidance program been considered for your school?

a. Yes, it is now being used.
 b. Yes, it is being planned for the future.
 c. Yes, but it was found to be too expensive.
 d. Yes, but the qualified personnel was not available.
 e. Yes, but it was found not to be needed.
 f. Yes, but the physical facilities are not available.
 g. Yes, but the board of education would not agree to it.
 h. Yes, but I did not think it was needed.
 i. Yes, but no plans were made for it.
 j. No, I consider it a waste of time and/or money.
 k. No, we just have not gotten to it.
 l. other _____

Thank you!

W.E.G.

St. George High School

THIS SIDE OF CARD IS FOR ADDRESS



Mr. Wayne E. Gilbert
Department of Education
Kansas State University
Manhattan, Kansas

Kansas State University
OF AGRICULTURE AND APPLIED SCIENCE

Manhattan, Kansas

Department of Education
Holton Hall

January 9, 1960

Mr. Lee A. Scott Principal
St. George High School
St. George, Kansas

You may recall that you received a questionnaire, cover letter and postcard like those enclosed. Fifty-three administrators returned the questionnaire. Thirty-seven administrators returned the questionnaire and the postcard. Since I received no postcard from you I have no way of knowing whether you have returned the questionnaire. If you have returned the questionnaire please return the enclosed postcard. If you have not returned the questionnaire I certainly hope you will help me to get a 100 per cent return by mailing both the postcard and questionnaire very soon.

Sincerely yours,

Wayne Gilbert
Graduate Assistant

WG:de

Enc.

ATTITUDE OF ADULTS TOWARD SMALL KANSAS HIGH SCHOOLS
TOWARD THE GUIDANCE SERVICES PROGRAM

by

WYNN ELLSWORTH GILBERT
B.S., Kansas State University, 1959

AN ALTERNATIVE REPORT

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
OF AGRICULTURE AND APPLIED SCIENCE

1960

The purposes of the study were:

1. to ascertain which of the guidance services the administrators consider important.
2. to ascertain to whom the administrators consider certain guidance services to be important.
3. to find whether or not a guidance services program had been planned and where appropriate why it had not been planned or put into operation.
4. to determine what the administrator considered to be essential personal characteristics of a guidance counselor.
5. to gain an understanding of the administrators' opinions as to the physical facilities necessary for a guidance services program.

A survey questionnaire was devised to gain the information in the five areas listed above. To assure the greatest degree of honesty and accuracy the questionnaires could be returned anonymously by each administrator.

The opinions of 62 principals of Kansas public high schools with enrollments of between 100 and 300 were used in the sample.

All of the principals considered testing to be an important service of the guidance counselor. Testing was considered to be of most primary importance to the students.

Most of the principals considered the orientation service important, but the value of pre-student visitations were not as well recognized.

The placement service value was favorably considered by the

principals; however, the specific measures to be taken were not as well agreed upon.

There was not as high a percentage of the principals regarding the follow-up service as important or agreeing upon the frequency of studies.

All of the principals considered counseling as an important duty of the guidance counselor. Less than half of the principals would have counselors work with discipline problems.

Three-fourths of the principals indicated that they thought the guidance counselor should do classroom teaching.

Every principal in the sample considered it a duty of the guidance counselor to keep a file folder on each student.

Home visitations and public speaking were less often considered important duties of the guidance counselor.

The counselor's office was the most and the reception room the least agreed on facilities for the guidance services program.

There was little agreement among the principals as to where the guidance facilities should be located within the school and also little agreement as to the atmosphere these facilities should have.

The most agreed upon characteristic was that the guidance counselor should be intelligent. The least agreed upon was that he should be accepting.

Ninety-six percent of the schools were using or had planned an organized guidance services program. Only three percent of the principals indicated a negative attitude toward the guidance services.